DOCUMENT RESUME

ED 368 632 SO 023 795

TITLE	Simultaneous Education for Women and Girls. Report of a Project.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO	BKL/89/OP/641-4000
PUB DATE	89
NOTE	80p.
AVAILABLE FROM	United Nations Educational, Scientific, and Cultural Organization, Principal Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong Post Office, Bangkok 10110 Thailand.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adult Education; Community Cooperation; Community Coordination; Community Development; Community Involvement; Consciousness Raising; *Females; Illiteracy; *Literacy; *Nonformal Education; *Womens Education
IDENTIFIERS	India; *India (Lucknow); *India (Uttar Pradesh)

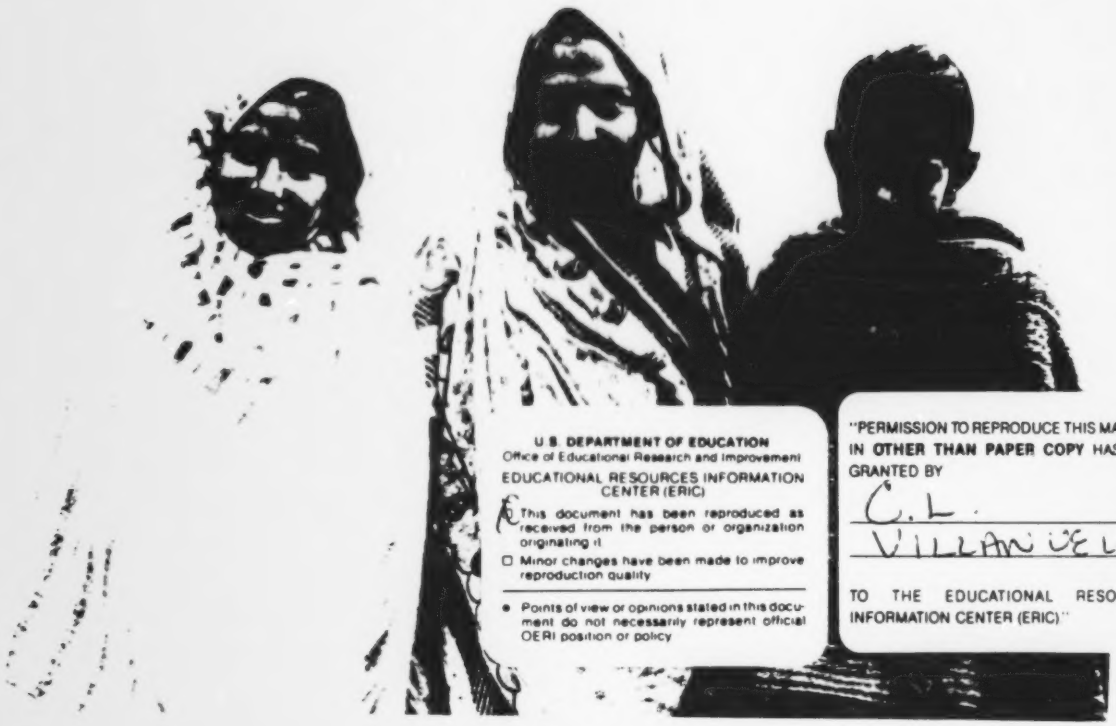
ABSTRACT

This project focuses on non-formal and adult education for women in rural areas of Uttar Pradesh, India. The objectives of the project were: (1) to provide non-formal education to girls and adult education to women in a coordinated manner; (2) to raise civic and social awareness of women; (3) to decentralize planning and implementation of programs through the village education committees; (4) to mobilize women through their cooperatives; (5) to develop special training models; and (6) to integrate literacy with development. The participants consisted of women who generally had no previous education and a great number of children who were school dropouts. The families tended to engage in subsistence farming or clerical work, and 51% of the participants belonged to a scheduled caste. The project was implemented in several stages beginning with surveys, a motivational campaign, and a publicity campaign. The results indicated strengths and weaknesses of the project. The strengths were effective micro-level planning and implementation, inter-sectoral co-ordination, training of personnel, community participation, the acquisition of literacy skills, and skills training. The weaknesses of the project appeared to be the rules and procedures, and physical facilities for the program, the motivation of the participants, and the need for further training. Seven appendices at the end of the report provide statistical breakdowns of the participants in the study. (CK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 368 632

IMULTANEOUS DUCATION FOR OMEN AND IRLS



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
C. L. VILLANUEVA
TO THE EDUCATIONAL RESOURCE INFORMATION CENTER (ERIC)"

SO 023 795

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC
Bangkok, 1989

BEST COPY AVAILABLE

Unesco. Principal Regional Office for Asia and the Pacific.
Simultaneous education for women and girls; report of a project.
Bangkok, 1989.
63 p. (Asia-Pacific Programme of Education for All)

1. WOMEN'S EDUCATION - DEVELOPING COUNTRIES.
2. WOMEN EDUCATION - RURAL AREAS - INDIA.
3. LITERACY - DEVELOPING COUNTRIES. I. Title. II. Series.

376
379.24

APPEAL

Simultaneous Education for Women and Girls

Report of a Project

Unesco Principal Regional Office for Asia and the Pacific

Bangkok, 1989

© UNESCO 1989

Published by the
Unesco Principal Regional Office for Asia and the Pacific
P.O. Box 967, Prakanong Post Office
Bangkok 10110, Thailand

Printed in Thailand

The designations employed and the presentation of material throughout the publication do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

BKL/89/OP/641-4000

CONTENTS

Page

Preface i
Introduction 1
Progress made in Women's Education in India 3
Background of the Project 6
Objectives of the Project 9
Phases of Implementation 12
Content and Delivery 20
Training 28
Management System 34
Long-term Results 38
Annexes 53
References 63

PREFACE

Promoting girls' education and contributing towards literacy education in civics for women in rural areas have always enjoyed top priority in Unesco's programmes.

In 1986, four Member States launched pilot projects to train female instructors to teach both girls and adult women. With financial and technical assistance from Unesco, Cap Verde, India, Peru, Syria simultaneously launched the project in different continents.

In India, the project entitled: "Experimental Project on Literacy and Civic Educational for Rural Women" was conducted in the two blocks of Chinhat and Bakshi-ka-Talab, Lucknow, Uttar Pradesh. The experience and lessons learned from the project proved useful and the approach of training female instructors to teach both primary school aged girls and adult women through integrated curricula (literacy/numeracy, civic education, and income generation skills) was later adopted by the government of Uttar Pradesh for statewide implementation. Similarly, the experience gained from the project contributed towards the development of the Indian Literacy Mission.

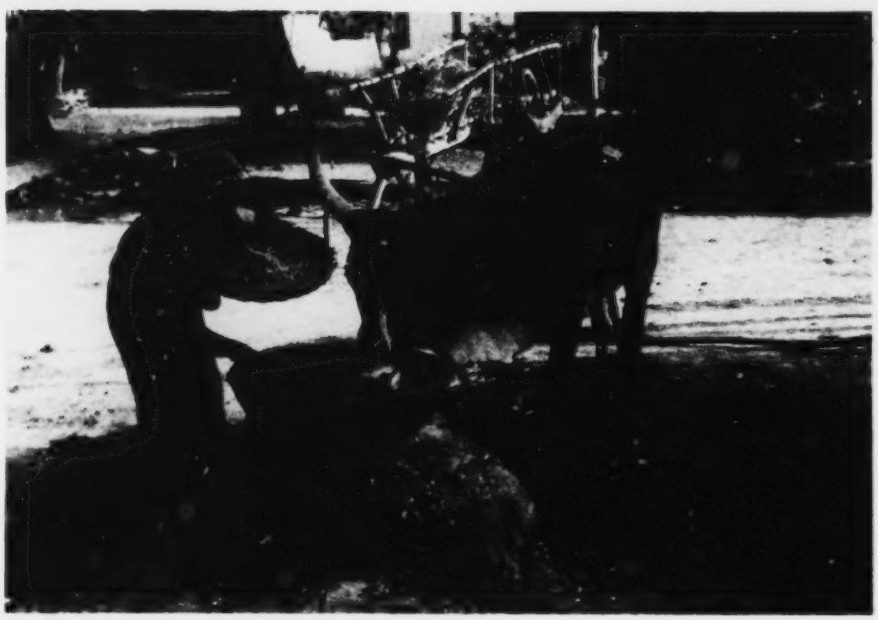
Unesco is grateful to Mrs. Kumud Bansal, Education Secretary, Maharashtra for her valuable contributions to the development of the present report.

Simultaneous Education for Women and Girls

Introduction

In the 1980s, illiteracy remains a major impediment to the development and well-being of women in the Asia-Pacific region. The gravity of the situation becomes evident when it is considered that nearly 63.2 per cent of the world's illiterate women population live in this region.[1] In spite of the United Nation's World Plan of Action in the Decade for Women, women continue to suffer from multiple handicaps: they represent half of the world's population, do two-thirds of the work, but receive only one tenth of the total income.[2] In most countries of the world, women suffer from chronic malnutrition and poor health due to repeated pregnancies and back-breaking working hours of 10 to 12 hours a day. Women play a substantial role in agricultural production and cottage and household industries yet are deprived of education and training.

In India, nearly 54 per cent of rural women and 26 per cent of urban women supplement their incomes through marginal occupations like collection of firewood, cowdung, fishing, tailoring, weaving etc.[3] In addition, on average, rural women spend 8 to 10 hours every day doing household chores including preparation of food and fetching of fuel and fodder. The unpaid economic activities of women and their contribution to domestic and child rearing activities are not reported in any census and are not valued in national income accounting. Industrialization



On average, rural women spend 8 to 10 hours every day doing household chores including preparation of food and fetching of fuel and fodder.

[1] Estimates and Projection of Illiteracy, Office of Statistics, Unesco, 1981.

[2] Literacy for Women, a Development Priority, Unesco.

BEST COPY AVAILABLE

and technological change have displaced millions of women from their traditional sources of livelihood without offering adequate alternatives.

In light of the significant contribution literate women can make to the universalization of elementary education programmes, reduction of the fertility and infant mortality rates and to economic development, there has been a growing awareness of the need to implement innovative projects in order to secure women's maximum participation in education. The *Savitri Bai Phule* Scheme in Maharashtra (adoption of poor girls by well-off members of society who pay for their education), the Non-formal Education Programmes for girls in Pune and the *Shiksha Karmi* Scheme in Rajasthan (special residential training for local youth, especially women who do not possess requisite educational qualifications, as primary school teachers), are but a few examples of the multiple and innovative methods to universalize elementary education nation-wide.

In some communities in the Lucknow area, women still practise purdeh, or veiling their face from the view of males other than their immediate relatives.

BEST COPY AVAILABLE

Progress made in Women's Education in India*

After independence, there has been a significant growth of national education, as is evident from table 1. These impressive gains should, however, be analyzed with reference to the goal of gender equity. It is clear that the gap between the number of educated men and women is not only persisting, but continues to widen.

In spite of progress in the field of women's education, the national literacy rate of women according to the 1981 Census is only 24 per cent. Regional disparities indicate an alarming situation e.g. the literacy rate of women in Kerala is 65.73% while the literacy rate of Rajasthan is as low as 11.42%. The concentration of illiterate women is especially severe in the nine educationally backward States i.e. Uttar Pradesh, Bihar, West Bengal, Andhra Pradesh, Madhya Pradesh, Rajasthan, Jammu and Kashmir, Hariyana and Orissa. Further, the low enrolment and drop-out rates in primary education in these states has contributed to a rise in the number of adult illiterates. This calls for urgent encouragement of appropriate formal and non-formal programmes in elementary education as well as adult literacy education to meet the requirements and needs of the clientele (which are diverse and heterogeneous in nature).

The National Policy on Education (NFE), 1986, formulated in assigned highest priority to solving the problem of illiteracy in the country by highlighting the urgency of universalization of elementary education and the removal of adult illiteracy. It states that:

> "The new thrust in elementary education will emphasis two aspects: (i) universal enrolment and universal retention of children up to 14 years of age, and (ii) substantial improvement in the quality of education."

It further established time bound goals by stating that:

> "It should be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling or its equivalent through non-formal channels. Likewise, by 1995, all children will be provided free and compulsory education up to 14 years of age."

In order to equip young adults in the 15-35 group who are actively involved in various economic activities in the country with literacy skills, the Non-formal Education states that:

"The whole nation must pledge itself to the eradication of illiteracy, particularly for the 15-35 age group. The Central and State Governments, political parties and their mass organizations, the mass-media and educational institutions, must all commit themselves to mass literacy programmes, of a diverse nature. It will also have to involve on a large scale teachers, students, youth, voluntary agencies, employers etc."

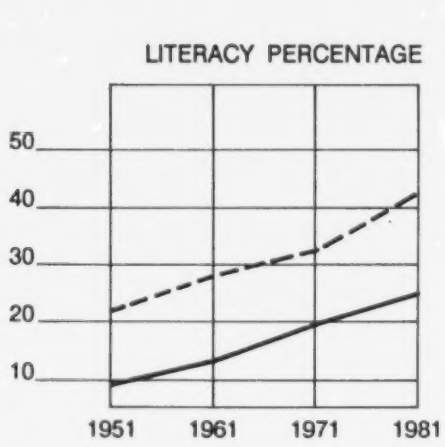
Recognizing the crucial role education and training play in women's development, the National Policy on Education and the Programme of Action (POA) prepared by the Government of India states that:

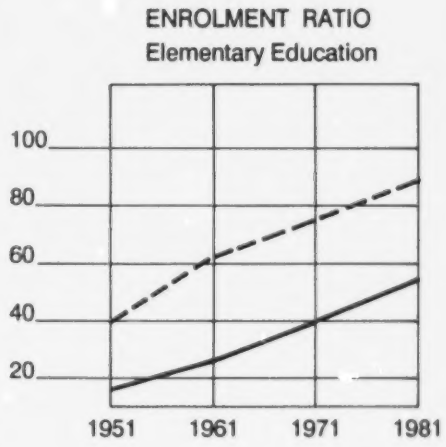
---

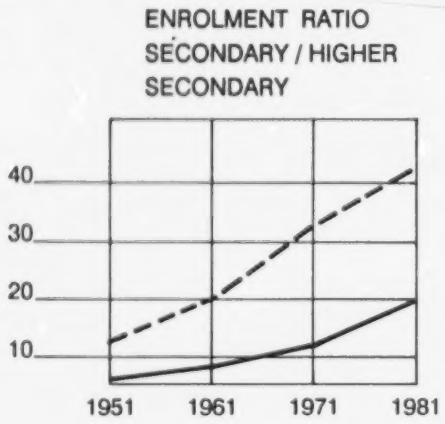
* Planning and Statistics Division, Department of Education, Ministry of Human

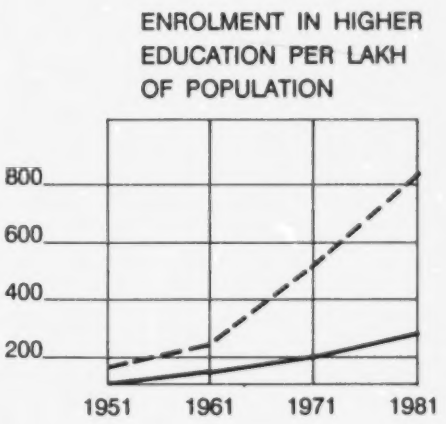
Table 1: Status of Women's Education

Year	Literacy Percentage	Elementary Education enrolment ratio	Secondary Education enrolment ratio	Percentage of Women in Higher Education
1951	7.9%	17.7	2.24	9.9%
1981	24.82%	51.74	15.40	26.5%









MALE - - - -

FEMALE ———

"Education will provide the basic change in the status of women. The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets and effective monitoring."

The Programme of Action (POA) for implementation defines the meaning of women's empowerment thus:

"Women become empowered through collective reflection and decision making. The parameters of empowerment are:

- building a positive self-image and self-confidence;
- developing the ability to think critically;
- building up group cohesion and fostering decision making and action;
- ensuring equal participation in the process of bringing about social change;
- encouraging group action in order to bring out change in society;
- providing the wherewithal for economic independence".

The National Literacy Mission (NLM), which aims at eradication of illiteracy in the 15-35 age group by 1995, emphasizes the impo tance of imbibing the values of national integration, conservation of the environment, women's equality, observance of the small family norm etc. It states:

"*The focus of NLM is on rural areas, particularly on women and persons belonging to the Scheduled Castes and Scheduled Tribes.*"

The perspective Plan for Women, insofar as it relates to education, takes note of, and reiterates, the commitment of the nation to that which is spelt out in NPE, PAO and NLM. An unrelenting adherence to the goals and strategies spelt out in these documents will ensure not only increased access for women to education but will make education an instrument for bringing about women's equality and empowerment.

A review of the progress of educational programmes for women indicates that enrolment at the primary level is low. The drop-out rate at the primary level among girls is as high as 70 per cent with girls belonging to Scheduled Castes and Scheduled Tribes in rural areas and other economically deprived groups being the most educationally deprived. In the rural areas the lack of women teachers remains a major obstacle to progress in girls' education. Inadequate planning of educational programmes for girls and rigid curricula are some of the factors hindering the progress of girls education. Adult women in the 15-35 age group are participating in the Literacy Mission in increased numbers, however, they regard literacy as important only when it leads to acquisition of skills and income-generation.

Background of the Project:

Uttar Pradesh (U.P.) is one of the most educationally backward states in India. The most striking feature of illiteracy among women in Uttar Pradesh is their socio-economic backwardness. Despite constitutional and statutory provisions to the contrary, women still continue to be a victim of the process of economic, social, cultural and political marginalization. There are disturbing indications of the increasing devaluation of women in the state, such as the declining sex ratio in the population and work force, the growing gender disparity in life expectancy, death rate, literacy and the migration rate; and accelerating social evils like dowry, trafficking of women and crimes of violence against women.

One of the major constraints to girls' education in U.P. is the shortage of women teachers in rural areas. As both approach and methodology in non-formal education and adult education are similar, with both demonstrating flexibility in planning and implementation, and with their curricula based and primarily meant for those who have been deprived of formal education, it was felt that if the implementation of these two programmes is integrated, the same staff and infrastructure could be used for girls in the 6-14 age group and women in the 15-35 age group.

It was, therefore, decided to set up an area-base integrated project for non-formal and adult education in two development blocks of Chinhat and Bakshi-ka-Talab in Lucknow Districts of U.P.

A Pilot Project was approved by the Ministry of Education, now the Ministry of Human Resource Development, the Government of India, and the State Government of U.P. It was decided to implement it in two blocks of Lucknow District in U.P., India, covering the period 1985-86. The Government of India agreed to provide financial assistance to the State Government of U.P. to open 300 centres each for adult women and non-formal education for girls. Unesco's assistance for the project included financial contribution and advisory services, support for training of key personnel in planning, implementation and evaluation of the Project. A Core Group was set up, consisting of a representative of Unesco's Regional Office. In Bangkok, the Director of Education in U.P., the Director of the Directorate of Adult Education in New Delhi, the Deputy Secretary responsible for Non-Formal Programmes in the Department of Education in New Delhi, with the Director of Adult Education (Department of Education) as Convenor. This group was responsible for overseeing planning, implementation, and evaluation of the Project. A Planning and Co-ordination Committee was also set up at the State level consisting of the Director of Adult Education, the Director of the State Resource Centre, the Director of Basic Education and a Project Officer.

Literacy Profile of Uttar Pradesh

The literacy percentage of U.P. as per 1981 Census is 27.38 per cent. The literacy percentage of Lucknow District is 40.32 per cent. While the literacy rate for men is 49.32 per cent, for women it is only 29.71 per cent. However, the high literacy rate is on account of the high percentage of literates in urban areas of Lucknow city. By contrast, the literacy percentage in rural areas of the district is 22.61 per cent only. The percentage of literates among women in the rural areas is only 9.95 per cent.

The literacy percentage among women in Chinhat Block as per 1981 Census is 8.95 percent and 10.14 percent in Bakshi-Ka-Talab block. The following table gives the details of population and the number of the literate and illiterate women and girls in the 15-35 and 9-14 age group respectively for the two blocks of the project:

Table 3
15-35 Age Group Women

	Block	Total Females	Total Females of 15-35	Literate	Illiterate
1.	Bakshi-Ka-Talab	74,756	23,796	2,549	21,246
2.	Chinhat	46,956	14,946	1,599	13,347

9-14 Age Group (Girls)

	Block	Total Females	Total Females of 15-35	Literate	Illiterate
1.	Bakshi-Ka-Talab	74,756	23,796	2,549	21,246
2.	Chinhat	46,956	14,946	1,599	13,347

Bakshi-Ka-Talab Block has 194 villages, 5 towns, and 17 Nyay Panchayats (local self-government units) while Chinhat Block has 89 villages, 3 Towns, and 8 Nyan Panchayats.

A socio-economic and educational survey of the villages in the two blocks was conducted in June, 1985. During this survey, the instructors initiated continuous discussions and interaction with the local leaders, women and *Gram Pradhans* (Chiefs of Local Bodies). On the basis of the survey, it was decided to open non-formal education and adult education centres as follows:

Table 4
Number of Centres opened in

	Years	Chinhat Block	Bakshi-Ka-Talab	Total
1.	1985-86	117	183	300
2.	1986-87	135	165	300
3.	1987-88	135	165	300

Maps showing Lucknow as a city in Uttar Pradesh and Uttar Pradesh as a state in India

BEST COPY AVAILABLE

Objectives of the Project

- To provide non-formal education to girls and adult education to women in a co-ordinated manner.
- To raise the civic and social awareness of women.
- To decentralize planning and implementation of non-formal and adult education programmes through the village education committees, made up of local people.
- To mobilize women through their co-operatives (*Mahila-Mandals*) to participate in various socio-economic activities.
- To develop special training models for training functionaries for NFE and AE programmes.
- To integrate literacy with development by involving functionaries of development departments like Family Welfare, Employment, Rural Development, Non-Conventional Energy Sources etc.

Description of Blocks

Chinhat and Bakshi-Ka-Talab blocks in Lucknow District have been identified for the implementation of this project. The project covers an area of 268 sq.m., approximately 12 kilometres from Lucknow city. Agriculture is the main occupation of the people in these two Development Blocks. However, as the blocks are also near the district headquarters, various non-agricultural activities e.g. pottery etc. are also practised by their inhabitants. Nearly 45 per cent of the population is Scheduled Caste and 25 per cent Backward Class.*

Participants' socio-economic profile

Fifty-one per cent of all the participants in the project belonged to backward or scheduled castes. Most women participants never had previous education while a great number of the child participants were school drop-outs (up to Standard III level).

The families are engaged in subsistence farming or engaged as farm hands, clerical workers, petty merchants (e.g., selling confectionary). Except for working in the field, the women participants had had no income prior to joining the centres. The husbands of the women participants earn an average of 5 Rupees to 10 Rupees daily.

In most cases, the brothers of girl participants attend a formal school situated about one or two kilometers from their house. The general pattern emerges that families which send their girls to the centre also send their sons to school. However, there are some rare cases where the participants report being the only literate person in their family. In these cases, participants indicate that members of their family had expressed a desire to be taught to read and write by the participants. This may be seen as a clue to a changing attitude towards the role of

* Source: Basic Document on Pilot Integrated Comprehensive Literacy Project for Girls and Women-Directorate of Adult Education, U.P.

women. That is, women's potential as leaders, or contributors (as opposed to being mere dependents) is recognized by the members of their families.

The instructors

Most of the 300 instructors for the 300 centres are young women between the age of 18-35. In the cases where there were no available 'educated' young women in the village, a man instructor was recruited for the purpose.

Originally, the required qualification of the instructors was to be Standard 10 graduates. As it turned out, several of the recruited instructors hold either a Bachelors, or Masters degree. Others have high school diplomas. It seems that these young educated women of the village come from relatively well to do families. Their menfolk are generally well educated. Shiv Kumari, 28, the instructor of the learning centre in the Hindu temple of Matriyari Village, for example, is married to a doctor. The influence of her husband's knowledge and expertise could clearly be seen in the contents of Shiv Kumari's lessons. She emphasizes hygiene, proper use of medicine, vaccinations for tuberculosis and polio, among others. Another example is Shamavati, 18, of Pahapur Village, whose father, a school teacher and village *gram pradhan*, allowed a room in a brick house adjoining their main house, to be exclusively used for class work.

The instructors are paid an honourarium of 200 Rupees per month for their four-hour teaching per day. They earn no other income than the 200 Rupees. They seem complacent with their honourarium, considering the 200 Rupees as personal pocket money. When asked, some said that they would have been a school teacher if they had not got this job. Working and living in the village seems an ideal arrangement for the instructors and their families.

Physical facilities

The physical facilities of the centres vary from village to village. Some centres hold their activities on a balcony of a brick house. Others have classes in a room, mostly, a front room of a mud walled house. Others are under open thatch-roof structures. The average size of the area used for classroom is 3 x 6 yards. If the classes are held on a patio or a balcony, there is usually enough ventilation and enough natural daylight which is sufficient for teaching/learning purposes, at least on most days. However, classes that are held inside a house generally have few and small windows resulting in overheated and stuffy classrooms with insufficient light and ventilation. On cloudy days, the light level in these classrooms dropped below acceptable standards.

A few centres have some book and display shelves while others are bare structures with no furniture.

The participants are seated on the floor laid with straw or burlap mats. There may be posters or other instructional aids on display on the walls or the posts of the centres.

Some centers are located in private homes, others are housed in temples.

BEST COPY AVAILABLE

Phases of Implementation

- Several meetings of the Core Group were held at Lucknow as well as in New Delhi to plan the opening of centres, and to identify and select instructors and other supervisory staff. A survey of the literacy status in the relevant age group, and of the literacy material, its development and printing, as well as the preparation of guidelines for training instructors and supervisors and other activities for running these centres during the project period was also undertaken.

- Detailed socio-economic and educational surveys of the villages of the two Blocks were conducted in June, 1985. The data collected in the surveys were used to determine the number of centres to be opened yearly in the two blocks for NFE and AE.

Motivation Campaign

- Before starting the centres, mobilization of the community and motivation campaigns were organized through "*Jan Sahyog Sammielanas*" (Public Co-operation Meetings) by writing letters to the *Gram Pradhans* (Village Chief) explaining to them the goals and objectives of the project and significance of making women literate. The motivation campaigns also included door-to-door contact with the villagers by the functionaries and local women, the writing of slogans on the walls of the houses in the villages, and the display of publicity posters at various places in the villages.

- Other kinds of motivations behind the regular attendance of centre participants are the need to learn about modern methods of child-care. Realizing that their quality of life may be improved by the knowledge acquired at the centre, Chandra Kali, 70, of Semara Village urged her daughter-in-law to attend the centre.

- The relatively high enthusiasm of the centre participants may be reflective of the campaign for literacy and awareness which are continuously ongoing in the village. Slogans encouraging women and girls to read and write on the walls of the village houses are common sights. The following are examples of the slogans:

  – Literate sisters-in-law are a boon to the household.

  – An educated girl is the light of the home.

  – Question: What is a characteristic of an enlightened country?
  Answer: Educated labourers and farmers.

- As such slogans flood the villages' mud house walls, the level of awareness of its inhabitants of the value of education seems to raise. This might explain the reasons why so many young girls who had dropped out from the formal school system joined enrolled at the centres.

Although most centres have 30 women and 25 girl enrollers, only 25 women and 20 girls attend their classes on the average. The reasons for absenteeism are given as, e.g., important work in the field such as during harvests, during festivals and festivities, e.g., weddings. Some enrolment problems still exist. *Arti Devi*, a twenty year old instructor from *Kumrahwan* commented that the absenteeism in her centre is due to dire poverty. "The children do not have proper clothes or ribbons", she said.

Initially, the participants were recruited by the instructors. The recruitment seems to co-incide with the participants own felt needs to joint the centres for various reasons. Some of these reasons are: a need for a better way to spend their time. As *Sucheela Devi* of *Hajib* put it, "... it is better to read and write than to sit idle". This view was also shared by the parents of several participants. Such desire may be said to be the major force behind the relatively high retention rate. Another reason repeatedly given was that there was another member of their family in the class. It is not uncommon for any centre to have mothers and daughters attending, though at different times. More often, sisters-in-law attend the same class. Several adult participants also enrolled because of the desire to write to friends and relatives outside their own village. This growing trend to reach, in this case, through written communication, beyond the once restricting demarcation line of the village might be indicative of a social phenomenon, as well. That is, the fluid mobility of the village folks seems to be increased, if not yet in deeds, at least in desire.

Although the main target adult participants are supposed to be of the age group 15-45, older women are also welcome at the centre, *Ram Pyra* of *Pahapur*, age 60, for example, only attended for sewing and knitting.

The slogan on the mud wall reads: We have to make Unesco's Project a success... Bring awareness about education to all mothers

Publicity campaign for the project

The project has made numerous efforts in generating the public's awareness of the project. A television programme on the project was produced and televised throughout Uttar Pradesh. A programme of All India Radio also covered the project. Similarly, newspaper articles were published in English, Hindi and Urdu.

Besides the involvement of the mass media, several other public activities took place. Catchy slogans were created and written on the walls of several buildings in the village. The slogans were aimed at attracting learners to the centres.

Besides the slogan, the publicity campaign includes organization of cultural programmes, '*kathpuli*' public songs, and dances. In addition, exhibitions at local festivals and fairs on the project and its rural development aspects were organized. Conferences were also organized on the activities of the adult education department. The Information and Central Cinema Department also co-operated by showing a film on illiteracy, 'Avoidable Social Practices'. Radio talk shows on similar topics were also broadcast.

These efforts in mobilizing the public for its support have yielded some satisfactory results. The report entitled 'Pilot-Integrated Comprehensive Literacy Project for Girls and Women in Lucknow' indicates that after the film show, for example, more participants started joining the centres. Similar was the case with the radio talk shows.

At the community level, a great deal of awareness on the value of education was evident, the *gram pradhan*, or village headmen, were particularly in favour of the centres. Several gave up a room or two rooms, or a balcony, of their houses for use as learning centres. Their participation in the village educational committee was high and impressive. Interviews with them reveal that they connect the progress of their village to the success of the centre's operation. They took initiatives in persuading learners to come to the centre regularly. Other community members also appreciate the service of the centre. Like the *gram pradhans*, they also let a part of their houses be used as the centre. In the village of Semara, for example, a 70 year old women called Chandra kali donated the large balcony of her brick house for this purpose. Her reason for so doing was given to be '.... for the improvement of the daughter-in-law and the family'. In another village closer to Lucknow, a milkman let the front room of the house be used during class time '... for the sake of the community'.

It was also noteworthy that many centres through their instructors, have been able to adequately establish a positive image that community members enjoy visiting them even if only to partially engage in the centres' activities.

Village Education Committee: its function,

- A village Literacy Committee consisting of 8 members and a village headman as President have been set up in every village. Every Village Committee is actively associated with motivation and other aspects pertaining to civic education in the implementation of the Project. The day to day organization of the centres is also entrusted to the Village Education Committees.

Co-ordination with Development Agencies

- Participation of various Development Departments like the Integrated Rural Development Scheme, Family Welfare Officers, Rural Development Agency, the District Manager of Scheduled Caste and Finance Development Corporation, and assistance from the Training for Rural Youth for Self-Employment (TRYSEM) has been continuous in this Project. The Information Department provided free literature concerning details of various development schemes available at the village level to all the centres in the two blocks. Learners received improved seeds, fertilizers, cattle feed, buffaloes, and new model *Charkhas* for preparing hand spun yarn. They also got training on sewing machines through TRYSEM. The Forestry Department supplied 11,000 saplings free of cost to learners for plantation under the Social Forestry Scheme. The Scheduled Caste Finance and Development Corporation sanctioned loans to 53 *Harijan** (Untouchable) participants for the construction of houses and hand pumps for drinking water. (For details, see Annex I and II).

- Setting up of *Mahila Mandals*, 120 *Mahila Mandals* have been established in different villages in the two blocks. The *Mahila Mandals* provide for the vaccination of children and medical help to pregnant mothers through the Medical Department/Welfare Department.

Cultural and Leisure Activities

Cultural activities form an integral part of organized events at both the Non-formal Education and Adult Education Centres. The women in this area have a rich tradition of folk songs and instructors have prepared a number of folk songs which highlight various important issues which are sung by the women in the centres, accompanied by local traditional musical instruments such as *dholak, majeera* and *jhanja*. Some of the women learners have also won prizes in Intercentre State Level Competitions.

Cultural activities serve as a basis on which to build development messages, etc.

Sports competitions are also held in these centres at the Project, District and State Level. Thirty participants of AEC Debrahi Khurd won prizes in Kho-Kho, Kabbaddi, Folk dance and exhibition.

Periodic reviews of the progress in education input and implementation has been taken by the State Level Committee.

In addition to the periodic review an operational workshop with the collaboration of Unesco was held on 2-8 April, 1986 at Lucknow which assessed the implementation of the project, its planning and management aspects, the technical resource inputs and linkages and co-ordination of the project with the Development Departments.

On the basis of the survey, annual details of the number of centres opened and of their enrolment is as follows:

	Years	Number of Centres opened in: Chinhat Block	Bakshi-Ka-Talab	Total
1	1985-86	117	183	300
2	1986-87	135	165	300
3	1987-88	135	165	300

Years	No. of participating adults	Successful	For improvement	Percentage of successful candidates
1985-86	9,009	7,072	1937	78.5 %
1986-87	9,006	7,387	1619	82 %
1987-88	9,005	7,090	1915	78.7 %
1988-89	9,002	4,447	4555	49.4 %
	(Basic literacy of 8 months)			

	Non-Formal (1st and 2nd Year Course)	Level of Class III	Level of Class VI
1985-86	7,501	2,800	489
1986-87	7,417	4,700	569
1987-88	7,417	2,800	920
1988-89	7,505	4,700	Exam. will be conducted in Mau.

Blockwise information is shown in Annex III

Cultural activities serve as a basis on which to build development messages.

Post-literacy and Continuing Education

Continuing Education forms an integral part of the centres' programme. 125 village libraries have been established in different villages. 500 books in each library have been donated by the Government Library and by Literacy House, Lucknow.

Shiv Pihari, reads about Hanuman, the monkey god of force.

Civic awareness

Efforts have been made in inculcating civic awareness among the project participants through integrating lessons on various civic topics in the basic literacy primer, *Nai Raah*. These lessons include coverage of national unity, brotherhood and love, nationalism, among others. In addition to the primer, a post-literacy reader antilled *Apni Dharti Apna Desh* is entered devoted to the subject of civic awareness. Similarly, the non-formal education text for children called *Gyan Deep* has lessons on "*Bharat*, Our Nation", "Our State, Uttar Pradesh" and "Our Country, Our Government" directly intended to generate civic awareness among the child participants, of the project. (From a paper "Civic Awareness" presented at the Second Training Workshop, for Instructors, April 1986:1).

Critics have indicated that the contents of civic awareness covered in the reading materials still leaves room for improvement. The following are some of the identified subjects of civic awareness required by the project participants.

Points for civic awareness

1. Units of Administration - district, state and country.
2. Indian Democracy - its functioning, system of functioning of representatives elected by the people at various levels.
3. Why vote? and how to vote?

4. Fundamental rights of citizens.
5. Traffic rules.
6. Rules and regulations to be followed in travelling by rail, buses and other fast moving vehicles.
7. India's neighbouring countries.
8. Main political parties in India and their programmes.
9. Mail system (postal service).
10. Important development schemes.
11. Social relationship and social awareness.

Despite such efforts, it has been publicly stated that:

"... *the citizens' behaviour indicates that much need to be done, both in the education of children and adults to develop good citizenship qualities. Children throwing stones at moving trains, people breaking traffic rules; non-participation and unintelligent participation in exercising their right to vote, are only a few examples of unenlightened citizenship. The majority of the people do not quite know the political parties and the system of Government in the country. Knowledge about one's district, state and nation is very inadequate.*"

(from paper entitled "Civic Awareness" presented at the Second Training Workshop for Instructors", April, 1986:2).

The mentioned paper suggests various useful discussion topics for instructor training on civic awareness. The suggested topics seems to aim at helping the instructors understand the nature of their participants' needs to inculcate civic awareness, to be aware of existing materials and outside resources which may be tapped. They also touch on materials and materials development as well as techniques in using the materials. Underlying these suggestions is the unstated principle of instructors, participation in the planning which implies, at the same time, the participation of their own learners

The efforts which have gone into inculcating civic awareness among the project participants have yielded some positive results. The following is the self-assessment given by the Project Officer on the extent of the progress made in this area.

Due to its abstract nature, inculcation of civic awareness is the most difficult component to assess. The Project Officer gives the following assessment of the extent of the progress made in this areas:

1. The participants have been regularly taught that the *Dahez Pratha* (dowry system) is not good for girls. Songs and poems have been written on this subject.
2. Awareness of small family norm has increased in the rural areas.
3. Prior to joining the centres, the participants know little, if at all, about the smokeless chulhas, plantation, small savings, *mahila mandals*, village libraries, family welfare including childcare, rights and duties a grahini (housewife).

   Their participation at the centres exposed them to the various concepts mentioned. Their understanding of the concepts has considerably improved.

4. One thousand two hundred smokeless chulhas were constructed in Chinhat and Bakhi-ka-Talab.

5. Ten thousand fruit trees and shade tress have been planted in the area.

6. One hundred libraries and 100 mahila mandals have been set up to help improve the reading habits and the income as well as the standard of living of participants and their family.

7. Awareness of the importance of schooling has increased among both the child learners and the learners of the age group 20- 35.

8. Awareness of the positive concept of the participants' education on the quality of life has increased among their men folk.

There are several incidences indicating that the demonstrated civic awareness of the participants extends to cover more than the traditional concept of civic awareness. The new revised scope of civic awareness includes awareness of health and nutrition. Harun Nisa of Purgaon, for example, said she learned that mixing different kind of 'dahl' or beans together in cooking yields more nutritious food from her instructor. Sucheela Devi of Hajib said that her daughter learned about vaccination and basic child care from the centre and that the health of her family members had since improved.

In addition to knowledge on health and nutrition, a few participants spoke on the subject of social awareness of interest to them including 'purdah' and the dowry system. Wahida of Muslim Nagar reported that she learnt to express herself more effectively since joining the centre. She also indicated that she appreciated the value of education by pointing to her daughter, Shane Arab, who comes to study with her at the centre.

There are also cases where participants, themselves or their relatives, demonstrated the improved level of awareness after joining the centre. For example, Rashanlal Yadev, a milkman from Tikapurwa, admitted that his wife has learned social etiquettes which enable her to communicate effectively with others. Her self-confidence has increased. She could now express her views on matters which are of importance to her.

Various development departments have supplied pamphlets and charts on these subjects. The instructors also prepared messages to communicate instructions on civic awareness.

Content and Delivery

High motivation in learners is crucial to guarantee successful implementation of this project. Therefore, high priority has been given to the development and use of communication techniques, like sharing and discussions by women in the centres, role playing, folk songs and puppet shows. Assistance from the Literacy House in Lucknow also contributes to this. For civic awareness, communication techniques such as content sheets, pamphlets, articles in magazines, demonstration, door to door contacts and folk music are used by the instructors. In the non-formal education centres for girls, the stress is mainly on teaching techniques. Local agencies and persons are identified to engage in discussion with the women in the centres to raise their awareness and provide training in a particular skill which can even-

tually lead to income generation. This approach has been found useful by the instructors for raising motivation in the learners in these centres.

Technical Resource Support (TRS)

Agencies in Planning and Technical Resource Support:

1. Directorate of Adult Education, New Delhi.
2. Literacy House, Lucknow - State Resource Centre.
3. Basic Education Directorate - for development of NMF primarily.
4. Rural Development Department, U.P.
5. Family Welfare Department, U.P.
6. Directorate of Employment and Training, U.P.
7. Department of Environment, U.P.
8. Directorate of Information and Public Relations.
9. Harijan and Social Department; and
10. Various other Departments.

The integrated nature of the project requires maximal co-operation from agencies other than those involved in education. Chart 1 below indicates some of the agencies which have co-operated in the project activities and the nature of their co-operation.

Chart 1

S.No.	Departments/ agencies with which linkages established	Points and types of linkages	Outcomes
1.	Health Department	Vaccination, medicines and lectures	1. Distribution of medicines and vaccinations on 40 centres. 2. Learners are motivated for small family and family planning.
2.	Integrated Child Development	Linkage with C.D.P.O.	C.D.P.O. and *Anganwari* worker motivated the learners of 42 centres and distributed *Dalis*. Pregnant village women were motivated for check-up at P.H.C. or *Dai*, ANM.

Chart 1 (cont'd)

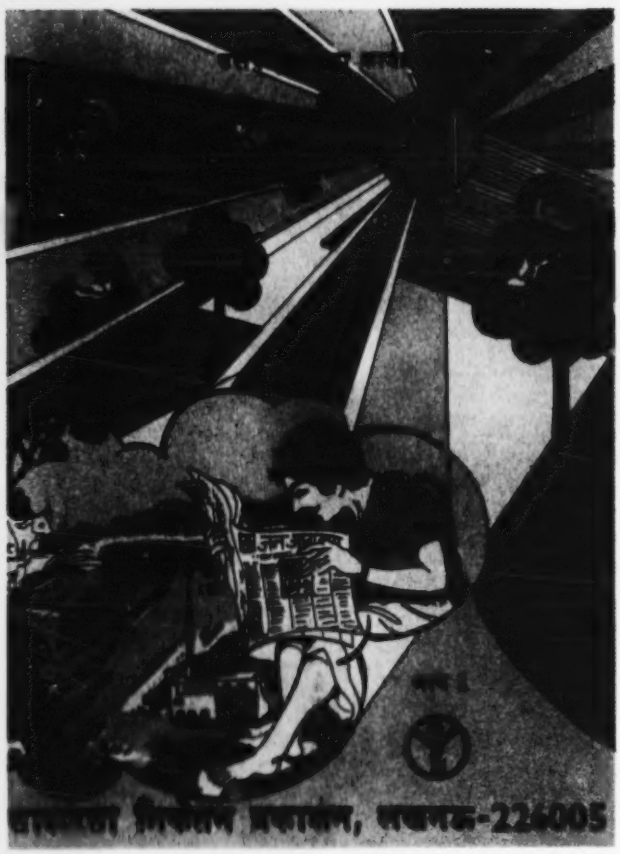
S.No.	Departments/ agencies with which linkages established	Points and types of linkages	Outcomes
3.	Pushta Ahar Department Gramya Vikas, and Jawahar Bhawan	Linkage with Literacy House	30 instructors are trained about smoke-less chulhas. These trainees with the help of instructors prepared 1,200 smoke-less chulhas in Chinhat and 2,000 smokeless chulhas at Bakshi-ka-Talab.
4.	Commercial Banks and Post Office	Sub P.H	Learners and instruc-tors deposited about Rs. 1,200.
5.	Integrated Rural Development Project	B.D.O. Chinha and B.K.T.	203 learners were benefitted by giving loan of Rs. 450,220.
6.	Forest Department	District Forestry Office	10,000 plantations of fuel, fruit, shady trees.
7.	Gramodyog Khadi Department	Gramodyog	The centre have been selected for Small Scale Udyog.
8.	Government Libraries and Literacy Houses	O.S.D.	20,000 books for post literacy have been distributed to 300 centres. (8,000 books were donated by the public libraries while 12,000 were purchased).
9.	Social Welfare Department	Chairman, Social Welfare	300 boxes of toys have been distributed in Chinhat block to the children of learners.
10.	UNICEF		300 sets of UNICEF books have been dis-tributed to all the children.

(From the Report entitled "Pilot Integrated Comprehensive Literacy Project for Girls and Women in Lucknow, 1987").

The Nature of Technical Resource Support:

To orient and train the project officers, supervisors and instructors, the Directorate of Adult Education, New Delhi and the State Resource Centre (SRC), Literacy House, Lucknow, organized training programmes in 1985. These programmes were repeated for purposes of reorientation and review in 1986 and 1987.

The primer Nairah (New Direction), prepared by the Basic Education Directorate is used in the non-formal education centres for girls while *Khilti Kaliyan*, a primer produced by the Directorate of Adult Education, New Delhi, is used as the basic literacy material in the centres. The Literacy House prepared charts and posters on various issues concerning civic awareness and functionality, including family welfare, health, hygiene, income generation schemes, environmental conservation, national integration and equality between men and women. A number of booklets on different aspects of life related to the villages has also been prepared by the Literacy House in Lucknow, mostly for use in the second phase of continuing education in the centre. The Literacy House, Lucknow has also developed Audio-Visual aids of greater impact and interest. The instructors too, have developed a number of folk songs about the social and economic life of villagers in these books.



कम सन्तान
सुखी इन्सान

34

Training

A special training programme has been developed by the Literacy House, Lucknow with the help of the Directorate of Adult Education, New Delhi, in order to train instructors in both non-formal and adult education programmes.

Each year the instructors and supervisors of the project have been trained as follows:

1. The State Resource Centre, Literacy House, Lucknow organized 12 training courses for the functionaries of the project.
2. The first orientation training of key level functionaries viz. project officers, assistant project officers, supervisors, took place in September 1985 and lasted 6 days.
3. Seven Orientation Training Courses of 10 days were organized for 300 lady instructors in September, October and December of 1985 and in July and August of 1986.
4. Two refresher training courses - one for the instructors and another for supervisors - of five days duration were organized in June, 1986.
5. A training workshop on preparation and use of Audio-Visual materials was also organized for the functionaries of the Project.
6. A seven day operational workshop to emphasize project orientation and links with other developmental departments was conducted by the State Resource Centre in April, 1986. Participants included resource persons from the Ministry of Human Resource Development, the Directorate of Adult Education and Unesco. (For calendar of training, see Annex IV).

Training sessions contained the following:

i) Information about integrated adult education and non-formal education programmes;

ii) The roles of the various functionaries as planners, mobilizers, motivators, organizers, co-ordinators and evaluators;

iii) The use of the literacy primer, *Nai-Rah*, and *Gyan Deep*, for adult and non-formal education purposes:

   (a) Development of additional materials relevant to learners and local needs for adult education and non-formal education centres, such as newspaper cuttings, charts, magazines and posters for teaching.

   (b) Identification of new topics of relevance for follow up and development, with the help of the Literacy House, Lucknow. Use of communication techniques like films, folk songs, newspapers for supplementary reading.

iv) Opening of centres; motivating the local community to start to participate in the programme, organization of centres, provision of equipment, reading learning materials, writing and seating arrangements, the start of classes and learner evaluation and record keeping.

v) Participatory techniques like role playing, games, demonstrations, group discussions, case studies and use of audio-video films, and puppet shows.

A puppet show depicting a young wife who, having put all her savings in jewellery, got robbed -- a lesson about banking

vi) Information about different types of evaluation techniques, instructors, periodic evaluation of learners and programmes.

vii) Civic awareness and skills training programmes were added later on.

viii) Information about development programmes executed by the other development services like the Integrated by the other development services like the Integrated Rural Development Programme and the Family Welfare, Population Education and Environmental Preservation programmes.

ix) Information on how to organize continuing education programmes through the establishment of libraries, a mobile library, and how to mobilize the community to participate in the continuing education programme.

A training booklet was also prepared to help instructors teach basic literacy skills to girls between 6 and 14 and adult women between 15 and 35. The training also include vocational skills and other useful skills.

Some vocational training programmes

From mid 1986 to mid 1987, the specialized training in six areas were conducted by the project. These specialized areas are as follows:

1. Sewing and knitting
2. Food preservation
3. Silk screen printing
4. Washing and cleansing powder production
5. Snack production (bari, papar)
6. Smokeless chulhas instalment and proper use.

BEST COPY AVAILABLE

Sewing and knitting

During June 1986 and February 1987, four training courses in sewing and knitting were conducted. Each course lasted 10 to 15 days. The locations of the course varied.

The courses focussed on imparting the following skills:

1. handling of sewing and knitting machines;
2. measurement and drafting of garments;
3. four types of stitches and sixteen types of garments such as baby frocks, underwears, two types of undergarments, ladies and gents' shirts, two types of kurtas (Bengali and Muslim) baby suits, petticoats, pajamas (ordinary as well as muslim);
4. re-cycling of old clothes;
5. selling of the sewn garments and other articles in four exhibitions.

Food preservation training

During October-November, 1986, 14 instructors were trained by the Department of Food Preservation. The course contents were as follows:

1. Canning of different fruits and vegetables.
2. Preparation of 15 types of preserved food, e.g., jam, jelly, pickled squash, various kinds of sauces, and chutney.
3. Selling of the food products during the exhibitions.

Silk screen printing training

For ten days in January, 1987, the co-operation of the Literacy House was sought to conduct a training course on silk screen printing. The objectives of the courses were to train the project instructors in designing and printing on cloth and paper particularly in making calendars, new year cards and other cards for special occasions, e.g., birthdays, weddings.

Washing and cleansing power production

Fifty instructors each from both Chinhat and Bakshi-ka-Talab were successfully trained in making washing and cleaning powder. The training was conducted by a resource person, Mr. Kapor of Aliganj. The training was considered successful. The trained instructors produced and sold Rupees 2,400's worth of the washing and cleansing powder.

Snack production training

Modern and sanitary methods of making bari and paper* were taught to 50 instructors. The products from the training were sold in the market for Rupees 1,900.

* Bari and papar are popular Indian snacks made of flour and spices.

An example of silk screen printing produced by an instructor.

Installing smokeless chulhas

Two groups of master trainers were trained by representatives of the Department of Unconventional Energy. These master trainers, in turn, trained 1,200 learners and villagers. As a result, smokeless chulhas were installed in 1,200 homes.

The training model covered areas like the attitudes of learners, total time available with the project functionaries, techniques of training i.e. participatory methods, lectures, role playing, case studies, and discussion. The training was designed to keep in mind the participants' educational background, age, earlier experience

and social and cultural environment. The trainers were trained in how to lead group discussions, keep records, and make surveys etc.

The training programmes were organized by the Literacy House on its peaceful campus on the outskirts of Lucknow City. All participants were trained in groups by the Literacy House. In addition, the instructors and the supervisors were in turn given orientation and training by the Directorate of Employment and Training in skills like food preservation, sewing and knitting, production of detergent, chalk making, silk screen printing, production of snacks etc. Every 28, 29, 30 of each month were spent on monthly training of the instructors in functional aspects like national integration and small family norms.

Effectiveness of the training model was assessed on the following basis:

- The contribution of training activities to the achievement of the objectives of the Project;
- The relevance of the training contents to the objectives;
- The degree to which the training held the interest of the participants;
- Flexibility based on evaluation.

The training sessions were used by the State Resource Centre to evaluate the effectiveness of the model with reference to the criteria of relevance, clarity of objectives, suitability of strategies selected for objectives, variety of activities and effectiveness of time allocation.

Traditional art such as basket weaving is taught to women and girls participating in the project.

Training methodology

The methodology used in the various training may cover a wide range. Lecture discussion, group work and presentation were regularly used in the training courses which emphasized knowledge. On the other hand, when the training focus on skills development, lecture/demonstration and experimentation were used.

The training on the use of the traditional folk media for classroom use was well reflected in the prevalent and appropriate optimization of this technique in the classroom. For instance, every classroom has a *thilak** which was often used to provide rhythm to traditional tunes which were often put to poems on the benefits or literacy and education, dowry, and other topics covered in the course.

The trainees were also exposed to the use of puppetry, aimed at raising awareness and changing attitudes of women. The lean on folk media for this purpose is evident. Instructors often put on dances or dramas covering such topics as savings, the danger of jewellry flaunting, among others.

On the side of the centres participants, they are outspoken, even with strangers and/or with or in the presence of men. Most seemed free in interacting and expressing their views. This may be interpreted as reflection of the instructors' teaching methods in encouraging them to participate in discussions and other classroom activities.

The training in home-made, low-cost instructional materials for use in individual centres seems to have paid off quite handsomely. Several instructors, even those living and working in a dire condition, strive to make their own materials to supplement the texts provided by the project. Worksheets, small posters and leaflets, some well-worn from use, are common sights.

---

* A *thilak* is a traditional Indian drum.

Materials support

In addition to the prescribed textbooks, the project instructors as well as participants benefited from the following categories of support materials:

1. Reference materials

Reference materials such as those on pedagogy on andragogy or those with socio-economic analysis were not readily accessible to the instructors. There was also no evidence that instructors were encouraged to refer to such materials available at the Literacy House, Lucknow.

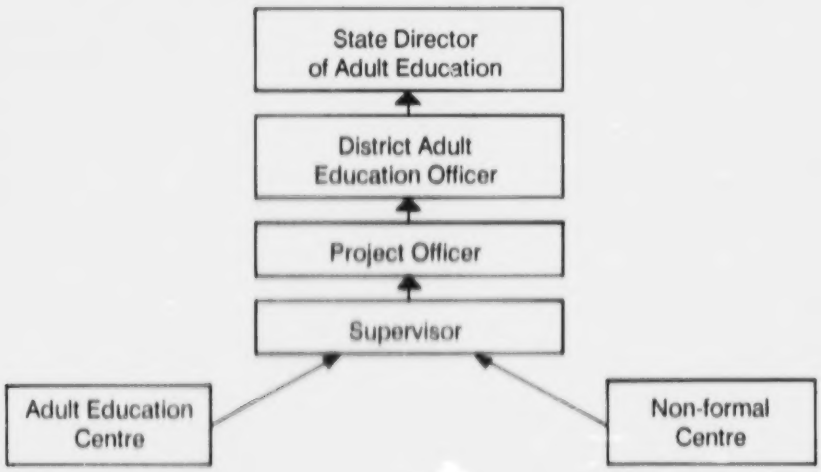
2. Exemplars

Myriads of materials on all the three components of the project have been published by the Literacy House, Lucknow. They are sold at a very low price and provide good examples of low cost materials. These materials are of a very high quality and promise to attract a lot of attention from the participants. It is unfortunate that these materials had not been optimized by the project.

UNICEF visual aid materials were also distributed to the centres. It was noted that these materials were not always well maintained. Several are seen carelessly hung on the walls while others were left out in the sun. These materials, however, are used and referred to from time to time.

Management System

A project of 300 centres each for adult and non-formal education was started. The flow of information from the centres up to the state level was as follows:



An administrative and supervisory infrastructure was integrated in the project i.e. instructors, supervisors and project officers for adult education and non-formal education were common. For every 30 centres, one supervisor was provided to guide the instructors in adult education and non-formal education activities. The Directorate of Adult Education, U.P. was the nodal agency for the implementation of this project.

Monitoring qualitative and quantitative aspects of the programme was made a part of project implementation. The instructors reported monthly attendance in the centres, the availability of teaching learning materials and the necessary equipment required, such as kerosene, blackboards and lamps to the project, officers through supervisors. The project officers, in turn, reviewed the report and took remedial action if the matter fell within their delegated powers. If the issue required concurrence of superior authorities at the District or State level, a request was made to the District Adult Education officer or the State Directorate of Adult Education. The project officers also compiled quarterly reports on the number of girls/women enrolled, attendance and number of instructors attending the centre. They also reported progress in provision of teaching-learning materials, income-generation skills and civic awareness. The Directorate of Adult Education in turn sent quarterly reports to the National Directorate of Adult Education. Evaluation of the project thus became a continual process. The significance of monitoring and evaluation was impressed upon the instructors and supervisory staff during the training organized by the State Resource Centre. The evaluation procedures adopted for judging the literacy level of learners are flexible and relevant to the level of the participants. In the non-formal education centres, girls are encouraged to take the fifth standard examinations if they want to pursue their studies further. The evaluation of the proficiency levels of the learners is done regularly at the end of the fourth, eighth and twelfth months.

Evaluation and support systems

Progress of the project is reviewed quarterly at the Government of India level by the Directorate of Adult Education, New Delhi and by the Department of Adult Education, Ministry of Human Resource Development. In addition, the Regional Office of Unesco, through its missions, also reviews the progress of the Project carefully. A joint review was held by the Government of India, the Unesco Office and the Government of Uttar Pradesh in the form of a workshop on 2-8 April, 1986 and a final joint review was held from 27 October to 3 November, 1987. At both

Mrs. Kumud Bansel, then Director, Directorate of Adult Education, examined the progress of the project at one of the centres.

these meetings, participants from several countries were invited to visit the centres. They interacted with the women learners, instructors and supervisory staff to assess the gains made by the integrated approach for education of girls and women. In its evaluation at the October, 1987 workshop the State Directorate of Adult Education noted the significant impact the programme had made on the participants of the non-formal and adult education centres, their family members and other persons living in the villages of the two blocks. Members of the community, and especially the women, seemed to have developed an awareness of their rights and duties towards themselves, their families and community.

The evaluation report of the Unesco Mission to India from 26 April - 9 May 1987 made several interesting observations about the progress in this Project regarding the gains made by the learners in the area of functional literacy, vocational skills and civic awareness. It noted that randomly chosen learners in both non-formal and adult classes effectively demonstrated their reading and writing skills at appropriate levels. It says:

"They could read not only the provided texts but in certain cases, also other leisure readings, e.g. the story of *Hanuman*, written in comic book style".

The pronounced desire to read classics like the *Ramayana*, *Geeta* and *Mahabharata* is the most common reason for the interest in reading among adult learners. Shiv Pyari of Pahapur village is a prime example of a woman who come to the centre for nothing else but to learn to read religious literature. After her lessons she could read the *Ramayana* with ease.

Mrs. Kumud Bansel interacted with the learners during one of her monitoring visits.

As regards vocational skills, the report mentions that vocational skills relating to income generation have proved to be the most attractive feature of the Project. Many women joined the centres because they felt that these provided opportunities for generating some extra income for their families. The report also indicates that there was a strong need to develop a system for marketing the products produced by the learners in these centres. It also mentions that the

"I am satisfied that I could read with my children", said Shiv Kumari, an adult learner, to a UNESCO representative.

marketing system should explore the possibility of selling the goods produced by the women in the local market as well as in the city. The *Mahila Mandals* should be effectively geared to develop the market system for women in the project. The Report states:

"It should be remembered that most of the women participants had not had any income of their own. They had always been economically dependent on their male folks. Imagine, then, the joy, the gratification, of earning for the first time in their lives, of knowing that they, too, have that potential to support their family just as their male folks."

The report also mentions that efforts made by the project staff to inculcate civic awareness have yielded some positive results. However, it highlighted the fact that the project staff need to be oriented further in order to successfully impart civic awareness to the learners in the Project. As awareness is a difficult area because it relates to attitudinal changes in the participants, it is necessary to identify the contents of the curriculum as well as the contents of the training and orientation of the project. There should also be a provision for practical exercises to assess the knowledge of civic awareness acquired by the participants.

Long Term Results

Co-ordinated Planning

The Project has demonstrated the effectiveness and relevance of coordinated planning in non-formal and adult education programmes. The education process generally consists of three channels viz. formal, non-formal and adult education, which operate side-by-side in the villages. Generally, these three channels operate separately in the country, which leads to duplication of efforts and wastage of scarce resources. This Project was, therefore, an effort towards a comprehensive non-formal learning system for the 6-14 and 15-35 age groups through co-ordinated planning at the district, project and village level. Coordinated planning requires organizational structures at all three levels for bringing about intra-sectoral and inter-sectoral co-ordination. The Village Education Committees, consisting of the village headmen and other local leaders, helped with the conducting of surveys, the assessment of socio-economic needs and the identification of areas of civic awareness. The Village Education Committees also supervised day to day organization to the centres and the maintenance of cleanliness etc. The supervisors and project officers helped to bring about inter-departmental coordination by ensuring that the officials of all the concerned departments committed necessary inputs of their respective development programmes to the planning and implementation of the non-formal and adult education activities.

Chinhat and Bakshi-Ka-Talab are among hundreds of development blocks in the country where the literacy rate of women is below the national level. One of the obstacles to successful implementation of educational programmes for women is the non-availability of women teachers/instructors. By adopting the co-ordinated planning approach in this project, the non-formal education centres for girls and adult education centres for women were managed by the same instructors. Thus, the limited number of instructors in the Project could cover all educational programmes for the 6-35 age group. It has, however, been experienced that there is a need to strengthen the Village Education Committees through continuous orientation programmes in order to effectively achieve planning and coordination at the village level.

Complementarity

The Project has successfully used areas of complementarity between the two programmes to achieve its goal of the removal of illiteracy. The most striking complementarity between adult education and non-formal education is that both these programmes are flexible in terms of duration of learning, contact hours, content, methodology of instructions and methods of evaluation. Both these programmes have a distinct component of functionality and awareness which helps a learner to cope with life better. In the Project, the learning of functional skills were common to both these programmes. In both these programmes the motivation of learners, community mobilization civic awareness and socio-cultural interaction with the local community have an important place. The instructors and the supervisory staff meet the learners and their families regularly as most of the centres are organized either in the home of a learner or instructor. This interaction has been strengthened by organized cultural and sports events and through *Jana Sahayoga Sammelana*.

Shiv Kumari, an adult learner also brings her daughter to the same centre with other girls from the village.

These *Sammelanas* have been used extensively to bring the learners, the village people and local leaders together. In the Sammelan puppet shows, songs, and skits are staged by both learners and instructors to highlight the importance of the removal of illiteracy among women. Another significant area or complementarity between the NFE and AE programmes is the training of instructors, supervisors and project officers. The common training model prepared by the State Resource Centre, Literacy House, Lucknow, has effectively integrated the teaching of curriculum content (which is different in both programmes), evaluation/certification procedures, functionality and civic awareness. It has also helped to change certain attitudes of personnel engaged in the implementation of the Project, as the personnel have become more willing to mobilize and share resources such as building equipment and other materials. The success of the project will ultimately depend on effective continuing education at the village level after it has been completed. So far, 125 libraries have been set up, containing books in simple language on a variety of subjects including popular stories, health and hygiene, environmental conservation, national integration, women's status etc. As the Project period is now over, there is an urgent need to ensure that these libraries are extended to cover all the villages in the two blocks and that they remain a focal point for learners eager to continue their learning skills and interested in sports and cultural activities.

Women learners write, while young girls, waiting for their turn, look on.

Effective Inter-Sectoral Co-ordination Mechanism

An important feature of the Project has been the involvement of functionaries of various development departments at the planning and implementation stages. Since the Project's inception, functionaries of the Rural Development Department, Integrated Child Development Services and the Employment and Forestry Department have been associated with developing the training model. They have helped in the organization of vocational skills training for instructors and learners. Inter-sectoral co-ordination could be achieved because functionaries of development departments were associated at the State, District, Project and Village Level Committees. State Level Committees charged with the implementation and monitoring of the programme played a significant role in bringing about these organizational linkages right up to the grassroots level. The multi-disciplinary co-ordination is evident in the following areas:

- involvement of village level functionaries of development departments in motivation and mobilization of the community through "Jan Sahayog Sammelanas";
- involvement of the experts of development departments in training of instructors, supervisors and project officers;
- dissemination of information about development schemes by functionaries to the learners in the centres.
- extension of development schemes to learners. Women have been made aware of the significance of the small family norm and many of them have even adopted methods for restricting the size of their family. The significance of child care activities have made them more aware of health care matters for their children. The installation of smokeless chulhas in the homes has provided women relief from the smoke, as well as lower fuel costs. Women also spend less time collecting firewood now.

A woman cooks on a smokeless Chulha, installed through the project. With the smokeless chulha her eye no longer have to suffer from continuous exposure to soot.

Project strengths and weaknesses

Strengths:

(1)	Effective micro-level planning and ...plementation of the centres in the Project area	For co-ordinated planning, Village Education Committees have been established. These committees play an important role in the conduct of surveys, the identification of educational needs and in the running of the centres in the villages. The project level is a nodal unit of planning and implementation and monitoring of the programme in the two blocks. There is a well-defined planning and co-ordination mechanism from district to project and village level. This mechanism helps to mobilize people and resources at all levels.
(2)	Inter-sectoral co-ordination	In order to prepare an integrated education, and to impart plan of non-formal and adult functionality and awareness to the learners, the representatives of the development departments have been associated at all levels. This integrated sectoral approach, through the establishment of state, district, project and village level committees representing functionaries from the concerned development departments, has strengthened the decentralized planning process in the project. Such an approach has enabled extension workers of development agencies to impart training in basic skills to the learners.
(3)	Training of personnel	Especially designed training/ orientation programmes for personnel involved in non-formal and adult education programmes have been drawn up by the State Resource Centre, Literacy House, Lucknow. In addition to the initial training of the instructors, monthly co-ordination meetings are also held at the Project level. These coordination meetings are basically held to provide feed

back regarding difficulties in implementation faced by the instructors and to evolve remedial strategies wherever necessary.

(4) Community participation

The project was successful in involving the community's support and participation. From the start, the village leader in each village, was keen to persuade learners to come to the centre. Some community members donate a room in their house, or space in their courtyard for use as the centre.

The village education committees and the instructors organized cultural and sports programmes which enabled the interaction with learners, families and village people. The village people enthusiastically participated in the *Jana Sahayog Sammalenas*, where a variety of skits, songs and plays were staged with local players and singers. These served to build awareness of the evils of dowry, the caste system and illiteracy etc. among the village community.

(5) Acquisition of literacy skills

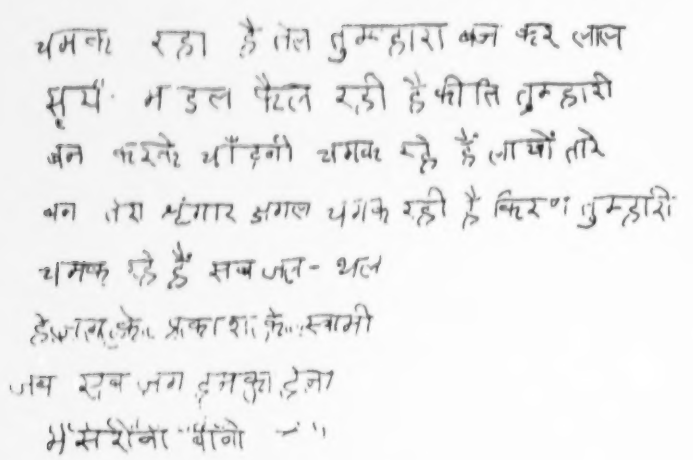
All learners of both non-formal classes and adult classes who were randomly chosen demonstrated their reading and writing skills at the levels taught.* They could read not only the provided texts but, in certain cases, also other leisure readings, e.g., the story of Hanuman written in comic book style. The vehement desire to read such classics as *Ramayana, Geeta*, or *Maha Bharata*** is one of the most cited reasons among adult learners.

Besides the classics, folk songs and/or devotee songs are also taught to the learners of both age groups who could not only sing the songs but also write them. An example of writing on religious topics

* At the time of the visit, approximately 23 lessons had been taught.

** Ramayana, Geeta and Maha Bharata are classical Indian epics.

by the nine-year-old Mashrina Bano is presented below with its English translation/explanation.

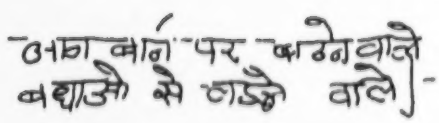


"The manifestation of the Almighty God, who is omnipresent in various forms of nature. The first line describes his divinity through the sun, on the one end, and his expression in the form of the moonlight. The innumerable stars serve as his decoration and all the above stated forms are shining on earth, sea and sky... everywhere.

Offering the prayer to the Almighty God, the worshipper prays that the God may kindly enlighten the whole universe, first, and then bless the prayer".

(Translation/explanation by Smt. Kusum Singh)

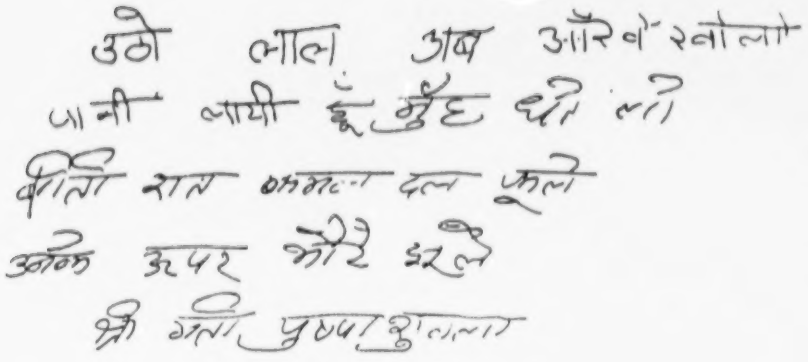
Another religious poem was cited and written by Raeka Davi, 9, of Rudahi Village.



We, the Indians, are believers
in the Vedic philosophy of
sacrificing our lives for pains
causes and ready to face
the challenges and impediments of life.

(Translation by Smt. Kiran Swarup)

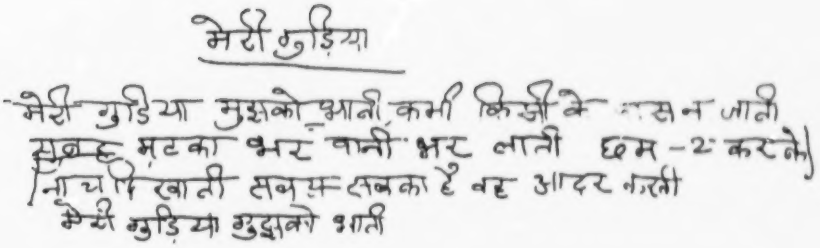
Another example of writing with its English translation is presented below from a poem cited and written by Smt. Pushpa Shukla.



Wake up my child
Open your eyes
I have brought walir for you
Wash your face
The night has gone
Now the lotuses are blooming
And the "bavara" is swinging on them.

(English translation by Smt. Kiran Swarup)

The oral tradition of poetry citation which has been as deeprooted in rural India has also been, to a certain extent, extended to cover the newly acquainted medium of reading and writing. The contents may vary to a more modern topic as reflected in the following poem cited by a nine year old girl about her doll.



My doll

I love my doll very much
She never goes to anyone and
She always stays with me
She works and brings water from the well
She dances and also shows dance to me
She respects everyone
And that is why I love her very much.

(English translation by Smt. Kiran Swarup)

This poem embeds several messages on "desirable" or "model" conducts for young girls. The messages include a desirable sense of duty in performing household chores, sociability and generosity, e.g., in entertaining a friend with her dances. And finally, a sense of loyalty is upheld as a desired attribute of the doll in question. The poem was meant to entertain girls of the non-formal centre going age as well as indirectly inculcate their positive attitude towards the mentioned attributes.

The deeprooted oral tradition so pervasive in the everyday life of the villagers, young and old, may be optimized for use as a medium in which new reading materials are to be developed. Better understanding on the parts of materials developers (from outside the village milieu) may be needed, e.g., about the nature of the various available genres of oral literature. Furthermore, instructors and supervisors may be systematically encouraged to produce such materials themselves.

(6)	Skills training	Initiating the learners to income-generating skills while they were acquiring education enhanced the quality and relevance of the non-formal and adult education programmes. The products made by the learners were being used in their homes. However, the Mahila Mandals should be able to develop a system for marketing these products in the local areas as well as the city markets.

Weaknesses

(1)	Rules and procedures	To make micro-level planning more effective, it is necessary to adopt flexible rules and procedures. The project level needs to be delegated necessary authority for effective implementation of the programme.
(2)	Physical facilities	Constraints of resources affect the provision of adequate physical and other infrastructural facilities needed in the two programmes. However, the complementarity approach is expected to lead to better use of the limited resources.
(3)	Motivation	The village education committees and the Mahila Mandals have been set up for the first time in the project. There has been initial reluctance among the villagers and women learners to identify their own needs and problems as they look up to government officials to make decisions for them in starting various activities.
4)	Training	Realizing the importance of the role of instructors and supervisors as agents of change, it is necessary that the training programme should be further strengthened. A thorough understanding of the complementarity and co-ordinated planning of these programmes should be developed among the functionaries

at all levels through co-ordination and regular meetings, seminars and workshops. Suitable incentives should be given to the instructors at those centres who have demonstrated successfully the concept of complementarity and co-ordinated planning efforts. Further training is required in the following areas:

- the organization of *Jan Shikshan Nilyams*, and in how to manage various activities like the library, the reading room, cultural and sports activities, and record keeping etc.
- functionaries of development departments should be oriented in the concepts and importance of the Project.
- refresher courses should be organized for instructors trained in various vocational skills.

Elders' Participation

Elders have a special place in all Asian societies. While the young are relied upon to take initiatives and provide leadership, elders lend stability to the system through their emphasis on tradition. The synthesis between change and tradition results in a new direction beneficial to the society as a whole. In traditional societies, the involvement of elders in a literacy programme is often found to be necessary for the success of the programme.

Jagdeshwari Prasad is a 62 year old resident of Amrai Village in Chinhat Taluka. Amrai has a population of 4,052, including 1,889 women, most of whom are illiterate. He is a small land holder and ever since his younger days has taken keen interest in various social issues of the village.When the government wanted to set up a Centre in the village, the local primary school teacher informed the supervisor that Jagdeshwari Prasad's daughters had studied up to Standard 10. The adult education supervisor approached him with a request to allow one of his daughters to become an instructor in the Adult Education Centre. Jagdeshwari was understandably reluctant because he did not want his daughter to work away from home but he informed the supervisor that he would be willing to provide one room in his house as classroom for the Adult Education Centre for the women of the village. He says proudly that even before the opening of the Centre he used to help small children in the evenings with their studies and that in the past he helped to get a high-school opened in the village. He has shown a keen interest in this programme and has taken the initiative to contact village elders and urge them to send their women folk to study at the Adult Education Centre. He helped the project functionaries by organizing talks with villagers on social and civil issue such as dowry and child marriage. Now both of his daughters are working in the programme - one as an instructor and the other as *Presak* of the *Jan shikshan Nilyam*. His active association has motivated many villagers to send their daughters and daughters-in-law to study at the centre.

Chinha -- the Legend

The participants of the workshop held in Lucknow on 22 February 1989 visited Semera Village and met Chinha, a thirty-four year old resident of the village. Kiran, the instructor at the Adult Education Centre told us how initially women were indifferent to the programme and reluctant to come to the Centre. She used to go daily from house to house to motivate women to learn and come to the Centre. She recalled that Chinha invariably used to voice innumerable doubts like:

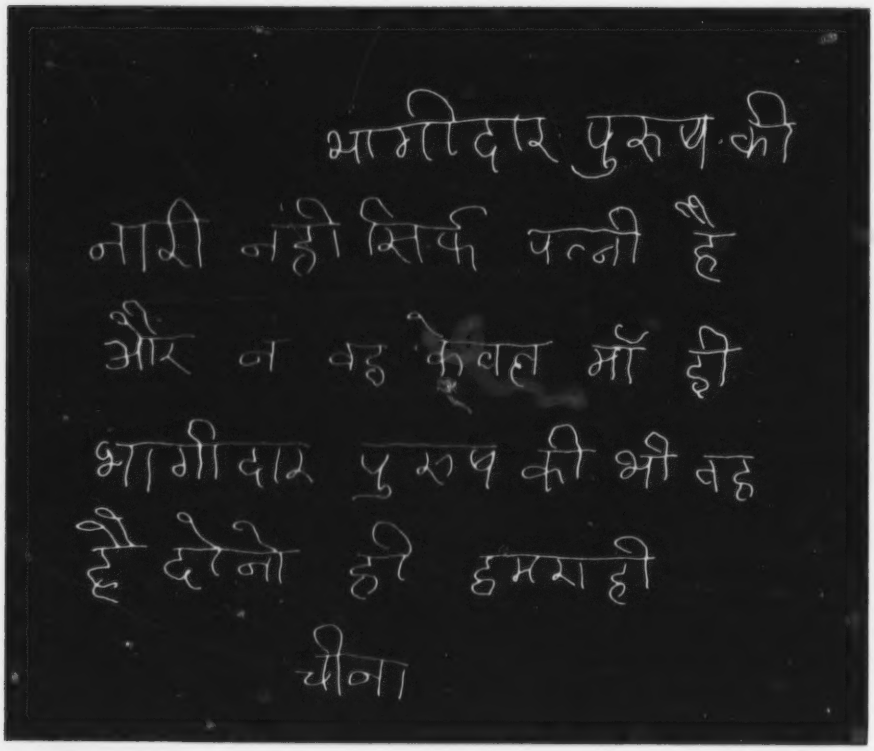
> *"I have no time, I have five children to bring up, my children are small and often fall sick, how can learning to read a book be of any use to me?"*

Or she would say:

> *"I am working the whole day, I have to cook food for the family, fetch water, make cow dung cakes for burning in the hearth, I have enough troubles, why should I come to the class"?*

For more than a month, Kiran talked with the women about health and nutrition, and about how to augment their incomes by making and selling *pappad*, *bari*, pickles and stitching clothes. She also told them how literacy could help them to read their favourite epic, Ramayana. Gradually, Chinha's attitude started changing and she started attending the Centre regularly. When the participants met Chinha, she was busy making lace and talking to other learners. After she surmounted her initial reluctance, she did not stop at the 3-R's but took sustained interest in continuing her education. Now she can frequently read various supplementary books and magazines in the *Jan Shikshan Nilyam* (Continuing Education Centre) of the village. The women of the village are proficient in basket weaving, *pappad* and pickle making etc. Before the Adult Education Centre opened in Semera village, women did not have any specific occasion to meet regularly except during festivals, celebrations, and at religious and marriage events. Chinha, an expert basket weaver, took to lace making, stitching and embroidery and now she told us she stitches the clothes of her children herself. Before, she had spent most of her time gathering cow dung and collecting fuel. After coming to the centre, she saw demonstrations

of smokeless chulhas (stoves) and has had one installed in her own home which she finds very useful as her eyes do not smart any more. She has three girls and two sons and has enrolled the older children in primary school. Today she is the image of confidence and feels that literacy has helped her to increase her knowledge and give her a sense of pride.



Translation of lines written by Chinha

"A woman is not only a wife or a mother, she is man's partner and both are co-travellers in the path to development"

Nazma's Story

On the 22nd of February, 1989 the evaluation team went to Sikandarpur, a village with a population of 6,590, of which 3,102 are women. Nazma is a resident of this village and has passed Standard 10. She is working as an instructor in the Adult and Non-Formal Education Centre. She is a confident, articulate young woman. The following is an account of her experiences in the Centre:

"Mrs. Srivastava, the supervisor, came to our village and met the *Gram Pradhan* (the Village Chief). She wanted to meet a women resident of the village who could run a centre. The *Gram Pradhan* directed her to me and she came and discussed the programme. My family was willing to let me run the centre for women in my house.

Initially, women who came to the Centre were shy of even telling their own names. Purdah, dowry and child marriages of young girls even of 8-9 years of age, were all common. Most of the families were illiterate, and engaged in unhygienic practices at home, such as the application of cow dung paste and mud on cuts or injuries. Health check-ups were unpopular because of the belief that an injection may cause death. No child in the village had ever been vaccinated or had received a GCE or Polio injection. When I started the Centre, I was fortunate to get the support of the *Gram Pradhan* , who formed a Village Education Committee consisting of elders who could motivate the village families to send their daughters and daughters-in-law to the Centre for learning. The members of the Village Education Committee helped me through door-to-door visits to the families. The results of such visits were meagre at first, however, since after two to three months of continuous persuasion only eight to nine women came to the Centre during the first year. I used some innovative methods of teaching, drawing upon local resources such as mud-pies, grains or peas for numeracy, to make learning attractive and interesting. I initially taught them mostly subjects of awareness, such as both personal and social cleanliness. In our village, women generally swept their houses and piled up the garbage in one corner of their courtyard, till the piles started accumulating and attracted flies and insects. So I told the women not to pile their garbage in the corners of the courtyard as the flies can cause various diseases like cholera. I also contacted the Primary Health Worker and made her visit the centre. She gave instructions to women about the human body, various stages of development of women, child care, the importance of personal hygiene and the necessity of vaccination. With her help I organized an immunization camp and all village children have been vaccinated now. By organizing a number of awareness building activities like the demonstration of the smokeless chulha, food processing, knitting and sewing, the number of girls and women attending the Centre has grown steadily. Today 20 to 25 girls and women attend the Centre daily. The setting up of a Police *Chowki* (Centre) near the village has also helped me, as I now get the help of the Police in reducing the incidence of child marriage. The sub-Inspector was persuaded to deliver lectures to the villagers about the law against child marriages."

Annex I

Serial No.	Type of skill Training	Duration	No. of instructors participating	Learners benefited	Courses discussed	Income generation
1.	Training in sewing Arranged by Industrial Training Institute (ITI)	10 days 8 batches	180	5,400 adults and 350 girls	1. Handling of machines 2. Measurement and drafting of 16 types of garments 3. Recycling of old clothes	1. From local market. 2. Savings by sewing own garments 3. Sold in four exhibitions.
2.	Training in food preservation Food preservation department	10 days 5 batches	44	1,200 adults and 500 girls	1. Canning of different fruits and vegetables 2. Preparation of 15 types of preserved foods	Selling of food products during exhibitions and in the local market
3.	Silk screen printing Organized at L.H.	15 days 3 batches	20	600 adults and 100 girls	Designing & printing on cloth and paper	Calendars, new year cards, birthday and wedding cards were produced and sold in local bazaars & exhibitions.

Annex I *(cont'd)*

Serial No.	Type of skill Training	Duration	No. of instructors participating	Learners benefited	Courses discussed	Income generation
4.	Production of washing and cleaning powder	5 days	60	580 adults and 121 girls	Preparation, weighting & packing of the powder	Selling in local hats, melas and using at home.
5.	Training in snack production	10 days	50	1,100 adults and 125 girls	Modern and sanitary method of making *bari pappar*, *muangauri pushtahar*	Packed snacks sold in local markets and used at home.
6.	Training and installation of smokeless chulhas	15 days	60	1,200 adults	To train master trainers who in turn train the people of the village	Each trainer get Rs.10.00 after installation of the chulha.

7.	Chalk making	10 days	10	100 adults and 30 girls	Preparation and packaging of chalk sticks	Purchased by the project
8.	Monthly training (28.29.30 of each month)		300	9,000 adults	Goals included their training in: i) national integration, ii) small family norm, iii) environmental conservation, and iv) equality between the sexes.	

Annex II

Allied Activities and Co-ordination:

- 120 Mahila Mandals were established in different villages.They help pregnant mothers, and provide child vaccinations.
- 125 village libraries were established in different villages, 500 books for each library were donated by the government library in Lucknow, the *Hindi Sansthan* in Lucknow and the Literacy House in Lucknow.
- National and other festivals are celebrated at the adult education cum Non-formal Education Centre.
- Puppet shows were held and informative slides on different topics were shown.
- The Information Department provided free literature (300 seats) of all the departments to the centres.
- Under the Integrated Rural Development Scheme, 203 participants in 1986 and 302 in 1987 got loans of Rs.20,354 lakhs*, 315,725 lakhs respectively.
- Learners received improved seeds, fertilizers, cattle feed, buffaloes, hosiery items and new model *Charkhas* for preparing hand spun yarn. They also were provided training on sewing machines under TRYSEM.
- The Chief Medical Officer in Lucknow organized family welfare camps and two camps on protection and treatment of contagious diseases. Sixty-two learners benefited and 302 children got polio drops.
- The Forestry Department supplied 11,000 saplings free of cost to learners for plantation.
- The Rural Development Agency and the District Manager of the Scheduled Caste Finance and Development Corporation sanctioned loans to 53 Harijan participants of the adult education centre for the construction of houses and hand pumps for drinking water.
- The state, district block and village level coordination committees provide support and instructions for the implementation of the programme.
- The organization of cultural programmes and sports competitions at centres, in circles, projects and at the district and state levels. Thirty participants of the Debrahi Khurd Adult Education Centre won prizes in kho-kho kabbaddi, folk dancing and at exhibitions.
- Recorded talks and discussion between local resource persons on different subjects were relayed at 125 centres from the benefit of the participants.

* One lakh equals 100,000

Annex II

Blockwise Data on the Level of Achievement of Learners

Adult Education

Years	No. of participants		Adult	Successful			improvement			Percentage of successful candidates
	Chinhat	BKT	Total	Chinhat	BKT	Total	Chinhat	BKT	total	
1985-86	3,637	5,372	9,009	3,604	3,468	7,072	45	1,892	1,937	78.5%
1986-87	3,616	5,390	9,006	2,590	4,797	7,387	1,026	593	1,619	82%
1987-88	4,055	4,950	9,005	3,273	3,817	7,090	782	1,133	1,915	78.7%
1988-89	2,672	6,330	9,002	2,235	2,212	4,447	437	4,118	45,555	49.4%
				(during eight months up to 1988)						

Non-Formal Education

Years	No. of participants			Successful	Chinhat	BKT	Total
	Chinhat (first and Second year)	BKT	Total	Level of class III	Level of class V		
1985-86	3,001	4,500	7,501	2,800	384	105	489
1986-87	3.292	4.125	7,417	4,700	120	449	569
1987-88	3,387	4,030	7,417	2,800	490	430	920
1988-89	2,225	5,280	7,505	1,700	Examinations was conducted in May, 1989.		

Source: Basic Document on Pilot Integrated Comprehensive Literacy Project for Girls and Women of Chinhat and Bakshi-Ka-Talab Development Blocks, Lucknow, U.P. - Prepared by the Directorate of Adult Education, U.P.

Annex III

Block-wise Basic Data Covering Rural Areas of Lucknow District

Sr. No.	Name of C.D. Block	No. of Nayaya Panchayats (1987)	No. of inhabited rural villages (1981)	(1987)	No. of junior basic schools (1986)	No. of Senior basic schools (1986)
1.	Kakori	7	98	81	68	12
2.	Sarojini Nagar	13	106	90	111	19
3.	Chinhat	6	97	55	66	10
4.	Bakshi-ka-Talab	17	187	185	142	27
5.	Mal	11	87	87	91	21
6.	Malihabad	11	98	98	90	14
7.	Mohan Lal Ganj	14	112	112	124	15
8.	Gosain Ganj	13	114	114	102	10
		92	899	822	794	128

Annex IV

Sl. No.	Name of training workshop	Date From	Date To	No. of participants Male	No. of participants Female	Total	Remarks
1.	Orientation training of trainers and instructors	2.9.85	7.9.85	7	20	27	two representatives of the Directorate of Adult Education participated
2.	- do - - do -	9.9.85	18.9.85	-	31	31)	
3.	- do - - do -	25.9.85	4.10.85	-	50	50)	
4.	- do - - do -	8.10.85	17.10.85	-	41	41)	
5.	- do - - do -	3.12.85	12.12.85	-	36	36)	158
6.	- do - - do -	2.7.86	11.7.86	-	50	50)	
7.	- do - - do -	21.7.86	30.7.86	-	52	52)	
8.	- do - - do -	4.8.86	13.8.86	-	47	47)	149 307
9.	Refresher training of lady instructors	26.6.86	30.6.86	-	39	39	
10.	Refresher training of supervisors	16.6.86	19.6.86	-	8	8	
11.	Workshop on preparation and use of audio-visual materials for functionaries of project	27.2.86	3.3.86	1	12	13	
12.	Operational workshop on the Pilot Integrated Comprehensive Literacy Project for Girls and Women in Lucknow District	2.4.86	8.4.86	4	48	52	
		TOTAL		12	434	446	+ 2 =448

Annex V

Distribution of the Literate and Illiterate Population of all age groups by Sex and Geographical Area - 1981
India

(Figures in millions)

	Total population			Literate population			Illiterate population		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
All areas	685.18	354.40	330.78	247.55 (36.13)	165.84 (46.80)	81.71 (24.70)	437.63 (63.87)	188.56 (53.20)	249.07 (75.30)
Rural areas	525.46	269.37	256.09	155.94 (29.68)	109.93 (40.81)	46.01 (17.97)	369.52 (70.32)	159.44 (59.19)	210.08 (82.03)
Urban areas	159.72	85.03	74.69	91.61 (57.36)	55.91 (65.75)	35.70 (47.80)	68.11 (42.64)	29.12 (34.25)	38.99 (52.20)

* Includes estimates for Assam where 1981 census was not held.

NOTE: Figures in parentheses indicate the percentage of the corresponding population.

Annex VI

Distribution of the Literate and Illiterate Population of all Age Groups by Sex and Geographical Area - 1981 Uttar Pradesh

(Figures in millions)

	Total Population			Literate Population			Illiterate Population		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
		(Figures in millions)							
All areas	110.86	58.82	52.04	30.10 (27.16)	22.80 (38.76)	7.30 (14.04)	80.76 (72.84)	36.02 (61.24)	44.74 (85.94)
Rural areas	90.96	48.04	42.92	20.97 (23.06)	16.90 (35.18)	4.07 (9.94)	66.99 (76.94)	31.14 (64.82)	38.85 (90.51)
Urban areas	19.90	10.78	9.12	9.13 (45.88)	5.90 (54.73)	3.23 (35.43)	10.77 (54.12)	4.88 (45.27)	5.89 (64.57)

N.B. Figures in parentheses indicate the percentage of the corresponding population.

'75

'76

Annex VII

Distribution of the Literate Population by Sex and Geographical Area of Lucknow District - 1981

Sl. NO.	Name of block	Total population			Literate population			Literacy percentage		
		Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
1.	Kakori	99,583	53,462	46,121	19,742	15,877	3,865	19.82	29.70	8.38
2.	Sarojini Nagar	169,036	91,581	77,455	47,363	36,038	11,315	28.02	39.35	14.62
3.	Chinhat	95,171	51,518	43,653	20,215	16,307	3,908	21.24	31.65	8.95
4.	Bakshi-ka-Talab	151,528	81,657	69,871	34,657	26,574	7,083	22.87	33.76	10.14
5.	Mal	93,904	50,154	43,750	17,155	14,119	3,036	18.27	28.25	6.94
6.	Malihabad	100,226	53,421	46,805	19,577	15,860	3,717	19.53	29.69	7.94
7.	Mohan Lal Ganj	135,837	72,456	63,381	32,406	52,757	6,649	23.86	35.55	10.49
8.	Gosai Ganj	109,550	58,606	50,944	24,784	24,406	4,378	22.62	34.82	8.59
A.	Total rural areas	954,835	512,855	441,980	215,899	171,938	43,961	22.61	33.52	9.95
B.	Urban areas	1,059,729	577,837	481,902	596,528	366,008	230,520	56.29	63.34	47.84
	Total districts	2,014,574	1,090,692	923,882	812,427	537,946	274,481	40.32	49.32	29.71

References

1. *Report of the Committee on the Status of Women.* 1975.
2. *Seventh Five Year Plan (India).* 1985-90.
3. *National Policy on Education.* 1986.
4. *Programme of Action.* 1986.
5. *Perspective Plan for Women.* 1988.
6. *Education of Girls in Asia and the Pacific.* (Report of a Review Meeting, 1986).
7. *Towards equality of educational opportunity; inter-country exchange of experiences; Report of the visits of the Panel on the Education of Girls.* 1985.
8. *Report of the Regional Meeting of SAARC (1986).*
9. *World Plan of Action.* (United Nation's Plan for Women's Decade, 1975-85).
10. *Non-Formal Education for Women.* (Proceedings of ASPBAE Region 3 Conference), 1982.
11. *Report of Operational Workshop on Women Literacy Project,* Chinhat and Bakshi-Ka-Talab Development Blocks, Lucknow, India.
12. *Background Note on Pilot Integrated Comprehensive Literacy Projectfor Girls and Women of Chinhat and Bakshi-Ka-Talab Development Blocks inLuckno District by Directorate of Adult Education,* U.P., Lucknow.
13. *Education for Women's Empowerment - Some Critical Issues inPlanning and Implementing Civic and Functional Literacy Programme among Rural Women,* by Dr. Anita Dighe.
14. *Adopting Learning Project in Women's Development Programme,* by Manzoor Ahmed.

IMULTANEOUS DUCATION FOR OMEN AND IRLS

BEST COPY AVAILABLE